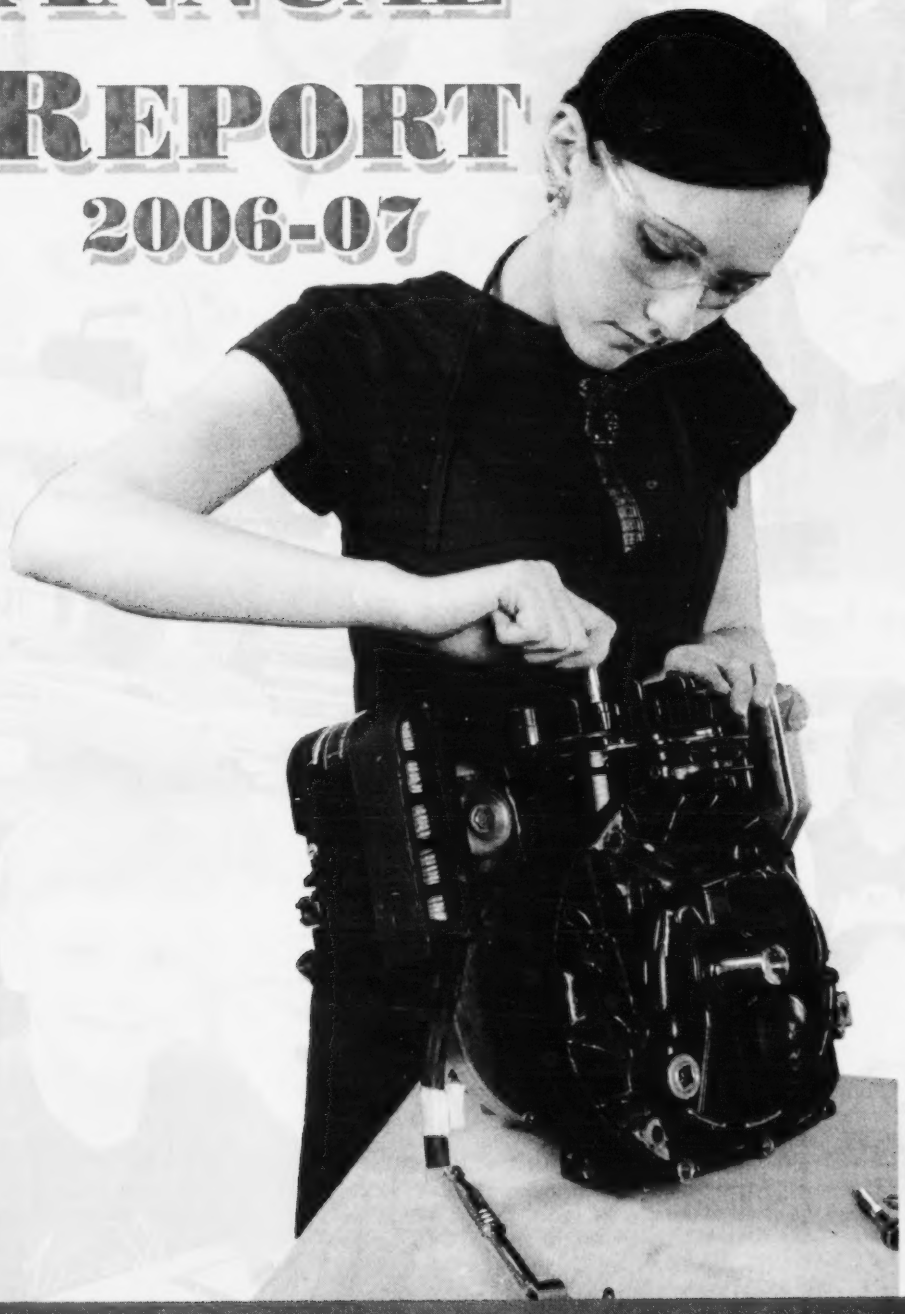
Annual Report 2006-07



Department of Education

Newfoundland
Labrador

Government of Newfoundland and Labrador
Department of Education
2007
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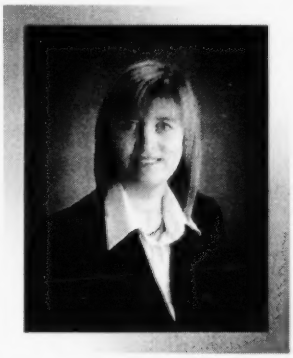


December 21, 2007

Honourable Roger Fitzgerald, M.H.A.
Speaker of the House of Assembly
East Block
Confederation Building

Dear Mr. Speaker:

I hereby submit the 2006-07 Annual Report for the Department of Education in accordance with the department's requirements as a category one government entity under the *Transparency and Accountability Act*.

My mandate as Minister of Education includes all matters relating to education in the K-12 system; literacy development; monitoring and ensuring progress of post-secondary education; training, certifying and setting qualifications for apprentices and journeypersons; and providing financial assistance to qualified students pursuing a post-secondary education.

This past fiscal year, the staff of the department, working in collaboration with various organizations, addressed the pertinent strategic issues of the Department of Education communicated by government. The four areas that were the focus of the department's activities were reflected in the transitional strategic plan tabled in the House of Assembly. The major themes were: high quality education system; high quality apprenticeship system; safe educational system; and affordable education system.

The following report covers the period April 1, 2006 to March 31, 2007. The outcomes reported reflect government's strategic directions for the province's education system and my signature below is indicative of my accountability for the actual results.

Respectfully submitted,

JOAN BURKE, M.H.A.
St. George's-Stephenville East
Minister

Departmental Overview

The Department of Education was established under the *Executive Council Act*. It is a category one government entity under the *Transparency and Accountability Act* and is responsible for achieving outcomes with respect to the education of all citizens from pre-school to post-secondary and beyond. The programs and services offered are provided through three branches:

Primary, Elementary & Secondary Branch
This branch includes responsibility for: school services; program development; student support services; evaluation and research; distance learning and innovation; and early childhood learning.

Advanced Studies Branch
This branch includes responsibility for: post-secondary education, including institutional and industrial education; student financial assistance; skills development; and adult learning and literacy.

Corporate Services Branch
This branch includes responsibility for: financial services; school bussing; international education; policy, planning and accountability; school construction; teacher payroll services; and the Community Access Program.

The Department of Education website is http://www.gov.nl.ca/edu.

Vision

The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society.

Mission

By 2011, the Department of Education will have maintained an educational system for the people of Newfoundland and Labrador which is of high quality, safe, and affordable.

Lines of Business

The Department of Education has eight main program and service areas:

1. **Curriculum and Programs**
   In the K-12 system, responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and

learning, and providing teacher professional development. In addition, support services to children with special needs are provided by administering student support programs and the allocation of a full range of personnel to school districts. The department also develops and provides support for school development, Aboriginal programming, and fosters improved pre-school learning opportunities through cooperation with other departments.

In the public post-secondary system, responsibilities include developing and monitoring curriculum for entry-level and advanced-level apprenticeship training, Adult Basic Education Program Levels I, II and III, and supporting Memorial University of Newfoundland and College of the North Atlantic. The department administers student financial assistance programs and community literacy grants, monitors the operations of private and not-for-profit training institutions, and approves their offered curriculum.

2. **Educational Policy and Direction**
In the K-12 system and the public post-secondary sector, the department sets the strategy and vision. Decision-making is informed through briefings and other support materials, and the provision of statistical indicators and background information.

3. **Student Assessment and Certification**
Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system, and the administration of journeyperson certification examinations for designated trades, including the Interprovincial Standards Examinations for Red Seal trades.

4. **Research, Records and Reporting/Accountability**
Responsibilities include all major functions related to education system performance such as education statistics, planning, evaluation, accountability, policy development and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.

5. **Support to Federal, Provincial and Territorial Agreements & Initiatives**
The department coordinates the activities of a number of federal-provincial agreements for which it is a key stakeholder, such as Official Languages in Education, the Community Access Program, the Apprenticeship Training Federal Contribution Agreement, the Centre for Distance Learning and Innovation Broadband Initiative, agreements pertaining to Aboriginal schools, and skills development under the Labour Market Development Agreement. The department also provides support to several federal-provincial-territorial committees.

6. **Finance and Administration**
Responsibilities include legislation and regulation, all aspects of the financial reporting function, school construction, funding public libraries, teacher certification, teacher payroll, and financing the K-12 and public post-secondary systems.

7. **Student Financial Assistance**
The department is responsible for major functions related to student financial services for post-secondary education including the assessment of eligibility and financial management of student loans and grants.

8. **International Education**
The department actively supports and promotes both secondary and post-secondary initiatives to attract international students, and develops international partnerships.

Number of Employees

On March 31, 2007, the Department of Education employed 249 individuals in its three branches.

Branch	Female	Male	Total
Primary, Elementary & Secondary[1]	60	39	99
Advanced Studies	64	32	96
Corporate Services[2]	38	16	54
Total	162	87	249

[1] CDLI also has nine female and 20 male teachers instructing students which are not included in this number.

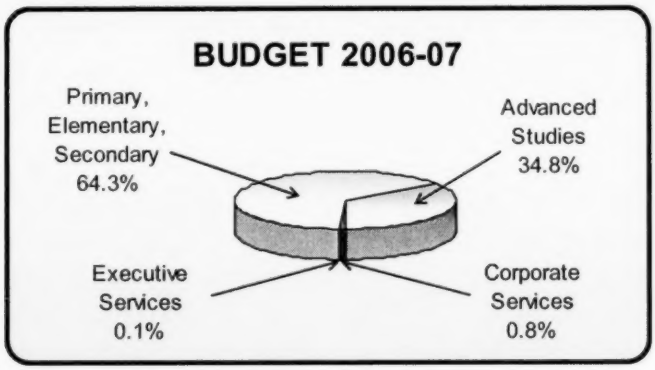
[2] These numbers include parliamentary assistants, communications staff and ministerial suite staff.

Physical Location

The main offices of the Department of Education are located in the West Block of Confederation Building in St. John's. Regional offices, delivering provincial apprenticeship programs and services to private colleges, are located in Corner Brook, Grand Falls-Windsor and Happy Valley-Goose Bay. The Centre for Distance Learning and Innovation has offices at Memorial University's St. John's campus and in Gander.

Budget

The department's budget for fiscal year 2006-07 was $989 million.



Shared Commitments

To ensure that the delivery of education in Newfoundland and Labrador is efficient, effective and of high quality, the Department of Education must work in concert with numerous partner organizations.

SCHOOL BOARDS

The five school boards are directly responsible for the administration and operation of the province's schools and school districts including:

- staffing;
- distributing resources, including human resources;
- evaluating, acquiring, distributing and maintaining technological resources;
- acquiring, maintaining and repairing buildings;
- transporting students; and,
- developing instructional policies and practices.

K-12 Statistics for 2006-07
5 School Boards
285 Public Schools

	Female	Male	Total
Students	38,181	36,123	74,304
Teachers	3,656	1,787	5,443

SCHOOL COUNCILS

The *Schools Act, 1997* requires each school principal to establish a school council that will represent the school's educational interests; advise on the quality of teaching and learning in the school; facilitate parent and community involvement; and advise the school board on matters of concern. The councils also recommend, and then support and promote a plan, for improving teaching and learning as approved by the school board; approve and monitor fund-raising activities; consider and monitor performance standards; and make recommendations to school principals on various issues.

POST-SECONDARY EDUCATIONAL INSTITUTIONS

Public post-secondary education is delivered in the province through two main institutions. Memorial University of Newfoundland (MUN) operated four campuses, including one in Harlow, England, and serviced 18,880 post-secondary students in the fall of 2006. College of the North Atlantic (CNA) operated 17 campuses in the province and serviced 6,326 post-secondary students in the fall of 2006. In addition to the public post-secondary system, the department regulates the private career colleges and works with the Newfoundland and Labrador Association of Career Colleges regarding issues impacting the private career colleges. The department also works with apprentices, employers, colleges and the federal government to help apprentices receive the necessary work experience and technical training to become certified journeypersons.

The following table presents post-secondary enrolment at post-secondary institutes as of fall, 2006:

Post-Secondary Students	
Institution	**Fall 2006**
Memorial University of Newfoundland	17,509
Marine Institute of Memorial University	1,371
College of the North Atlantic	6,326
Private Colleges	2,757

LABOUR MARKET DEVELOPMENT

The department partners with other provincial and federal government departments regarding the development of labour market policies and programs. Partnering provincial departments include the Department of Human Resources, Labour and Employment and the Department of Innovation, Trade and Rural Development. Partnering federal departments include Human Resources and Social Development, Industry Canada, and the Atlantic Canada Opportunities Agency.

POVERTY REDUCTION STRATEGY

Reducing poverty is essential to ensuring a healthy and prosperous future for our province. In June, 2006 the Government of Newfoundland and Labrador released the Poverty Reduction Strategy, "*Reducing Poverty: An Action Plan for Newfoundland and Labrador.*" The strategy was developed following an extensive research and consultation process, and outlines a plan for a long-term integrated approach based on the principles of social inclusion and collaboration.

Twelve provincial government departments and agencies work together to identify and develop policies and programs designed to help groups most vulnerable to long-term poverty. These include families led by single mothers, single people in general and single older adults in particular, persons with disabilities, and Aboriginal people.

Government's strategic plan for reducing poverty in Newfoundland and Labrador incorporates initiatives to reduce the depth and level of poverty, alleviate its negative effects, and help break the cycle of inter-generational dependency over the mid- and long-term. Budget 2006 allocated $6.3 million to increase instructional grants to school boards to cover the cost of prescribed workbooks and other consumable materials which were previously the responsibility of parents.

OTHER ORGANIZATIONS

The department also funds and works with the Provincial Information and Library Resources Board; the Student Loan Corporation of Newfoundland and Labrador; the Council on Higher Education; the Private Training Corporation; and the Provincial Apprenticeship and Certification Board. In addition, the department works with the federal Department of Canadian Heritage, Infrastructure Canada, and not-for-profit centres that deliver Adult Basic Education Level I or coordinate one-on-one tutoring programs.

The department is often involved in discussions with associations such as the Newfoundland and Labrador Teachers' Association; the Newfoundland and Labrador Association of Public and Private Employees; the Canadian Union of Public Employees; the Newfoundland and Labrador School Boards Association; Literacy Newfoundland and Labrador; the Newfoundland and Labrador Federation of School Councils; the Canadian Federation of Students; and provincial student unions. These discussions provide valuable information and help shape the department's policy development and decision-making processes.

Outcomes of Objectives

The Department of Education, in its 2006-08 strategic plan, identified four strategic issues that would guide the work of the department for the two year period. These areas are: high quality education system; high quality apprenticeship system; safe educational system; and affordable education system.

High Quality Education System

Goal

By March 31, 2008, the Department of Education will have improved quality in the K-12 and public post-secondary education system.

Measure: Increased quality
Indicators: Increased resources and support in K-12 and public post-secondary
Increased cooperation in public post-secondary

Strategic Plan Objective for 2006-07

By March 31, 2007, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.

Measure: Resources, support and cooperation are increased

The following details the department's successful achievement of each of the indicators as presented in the strategic plan.

Teachers Retained

The Department of Education retained 151 teachers in 2006, which were in addition to those allocated under the current teacher allocation model. This allowed class sizes in Grades K-2 to be a maximum of 25 students per class, and also facilitated government objectives in the areas of instruction in music and arts programming, and skilled trades and technology programs. The retention of these teachers will improve student learning, and ensure the provision of high quality programs in music and arts, and skilled trades and technology.

ISSP/Pathways Model Review
A commission was established this past year to review the ISSP (Individualized Student Support Plan)/Pathways model, as the administrative burden placed upon teachers with the current ISSP/Pathways model detracts from teaching time.

The review of the ISSP/Pathways model considered the challenges of the current process used for special education programming workload and volume of paperwork, the role of parents, managers and teachers, and streamlining the process to ensure it is efficient, while continuing to provide a high level of service to students. The findings and recommendations of the commission will be released in fiscal year 2007-08 and will require further analysis by the department.

School Council Liaison
Communication between school councils and the department was improved through the creation of a school council liaison position. The school council liaison officer is responsible for ensuring school council members receive training and training-related materials, the final preparation and distribution of a revised school council handbook, and assisting school councils in their efforts to communicate more effectively with the people they represent.

School Food Guidelines
In Budget 2006, government launched a Provincial Wellness Plan. A large component of this plan was the Healthy Students Healthy Schools initiative. It was under this initiative that *School Food Guidelines* were introduced, outlining a selection of foods and beverages that should be served in school cafeterias, canteens and vending machines. The aim is to ensure students are provided with healthy food choices and are provided with quality information to promote health and wellness. Schools are being assisted in making the transition to healthy eating.
Newfoundland and Labrador's physical education and healthy living initiatives have received national recognition as they were highlighted at a meeting held in Ontario, sponsored by the Ontario Association for the Supervision of Physical and Health Education. The school districts will continue to implement the Healthy Students Healthy Schools initiative in the next school year.

Improved and More Relevant Student Learning
Much advancement has been made in this area during the past year, including: the initial stages of a K-12 technology plan; the implementation of year two of Cultural Connections; the development of updated math, language arts, science and social

studies curricula; the development of enhanced health and physical education curricula; and the development of a Newfoundland and Labrador social studies course for high school. As well, there was an increase in learning resources in the areas of technology, physical education, laboratory safety and science programs.

Mandatory Career Education

This past fall the Department of Education implemented a mandatory career education course, Career Development 2201, which is required for high school graduation. This course was developed to assist students with understanding the value and transferability of their learning, knowledge and skills for their personal and career development. All high school students throughout the province now have to complete 30 hours of community service before they graduate as part of this course. This encourages students to help others, while also learning more about various career opportunities throughout the province.

Futures in Skilled Trades and Technology Program

The first year of the *Futures in Skilled Trades and Technology* program, a three year pilot program, was a success with students, teachers and parents. Government implemented this program to help retain students to graduation, meet labour market demands, and improve prospects for successful participation in the labour market. The program places an emphasis on female participation. In 2006-07, $1.5 million was spent in support of this new program. Two courses were piloted in 30 schools, with a goal of implementing eight new courses by 2010. Total enrolment was 2120 students of which 23 per cent were females (402 females and 1718 males). As well, the pilot will be expanded to seven additional schools in 2007-08. As part of this investment, government has also spent $100,000 for extensive professional development. The skilled trades and technology teachers availed of ten days of training to ensure that they were fully knowledgeable with respect to modern equipment and current safety standards.

Adult Basic Education (ABE)

The department has completed course development work for English, mathematics and science under the degree and technical profile, business-related college profile and the general college profile. These core courses are now fully implemented. The job entry profile is still under development. Work on adult oriented electives and personal development/career awareness will commence once the core courses of the job entry profile are complete.

College of the North Atlantic received $1.2 million to expand the number of sites where Adult Basic Education (ABE) Level I is offered. The college offered full-time ABE Levels II and III day programs at 16 of its 17 campuses.

Most of the new funding was used to offer full-time day programs of ABE Level I at nine of the college's locations. The remaining funding will be used to offer part-time ABE programming as needs are identified. This investment significantly increased the college's overall capacity to offer ABE, and helped address the need and demand for this programming in the province, which is also an essential component of addressing poverty. College of the North Atlantic now has ten full-time ABE Level I sites located in Springdale, Bonavista, Clarenville, Grand Falls-Windsor, Gander, Deer Lake, St. Anthony, North West River, Port aux Basques and St. John's. A total of nine community-based organizations received provincial funding to deliver ABE Level I. Two organizations were also funded to coordinate one-on-one tutoring programs.

Increased Opportunities for Women
The department signed a $200,000 contract with the International Brotherhood of Electrical Workers (IBEW) to increase female representation in skilled trades. The terms of the contract include the development of a mentorship program in the electrical trade. The IBEW will also work to match female students in their first year of apprenticeship with appropriate employment. Also, a female industrial training officer has been hired to promote new educational opportunities in engineering, applied science, technology and skilled trades for women throughout the province. This position is located in Corner Brook.

College of the North Atlantic
In 2006-07, government invested $15 million at College of the North Atlantic, to address infrastructure requirements, programming and resources for skilled trades, and adult learning:

- **Student Recruitment**
  Four new student recruitment positions were created with an investment of $300,000. One of these positions is dedicated to telephone/online e-mail inquiries at the college's head office in Bay St. George. The other positions are located in Corner Brook, Grand Falls-Windsor and Happy Valley-Goose Bay.

- **Supports to Students with Disabilities**
  Budget 2006 provided the college with $500,000 to hire 10 new permanent support staff (resource facilitators) for persons with disabilities. The

positions are located in Clarenville, Carbonear, Gander, Corner Brook, Bay St. George, Happy Valley- Goose Bay, Labrador West and St. John's (three positions).

- **Apprenticeship Shop Modernization Program**
  With campuses built as early as 1963, many of College of the North Atlantic's industrial trade shops are in need of modernization or refurbishment. Funding of $1 million was provided in Budget 2006 for an apprenticeship shop modernization program to address the gap between existing training equipment and current technology. This program provided for the purchase of new equipment in keeping with current technology now used in the workforce and industry.

- **Program Development Unit**
  Funding of $1 million in Budget 2006 established a program development unit that provided new programming opportunities and undertook reviews of the college's current program mix to ensure that curriculum is in step with present and future industry requirements. The unit is comprised of 12 positions and includes program developers, a researcher, quality coordinator and support staff, and is located at the college headquarters in Bay St. George.

- **High Technology Program Development, Oil and Gas Sector**
  Budget 2006 provided $1 million to support the development of two new high technology programs targeted at the oil and gas sector. These initiatives will ensure the college is responsive to the province's skills agenda. They also complement other Budget 2006 initiatives, such as the Skills Task Force, new skills and technology curricula and equipment in the K-12 system.

- **Faculty Upgrading**
  Enhanced faculty training has been provided with a government investment of $200,000 for enhanced training to ensure a level of technical expertise that keeps pace with business and industry requirements. This funding will allow faculty to be kept up-to-date with new and emerging technologies that did not exist when they completed their initial training. This funding also addresses the loss of institutional expertise and knowledge that will be brought on by anticipated retirements.

- **Comprehensive Arts and Science College Transition Program (CAS)**
  The CAS program enables high school and ABE graduates, who lack academic courses or required grades to meet the college's admission requirements, an opportunity to upgrade and make the transition to other college programs. In April, $650,000 was committed that enabled the program to be offered at five

additional campuses (Placentia, Bay St. George, Baie Verte, Gander and Carbonear), helping, at a minimum, a further 75 students.

Memorial University
Budget 2006 provided almost $45 million in funding at Memorial University for White Paper initiatives, research funding and infrastructure needs. Included were:

- funding for Marine Institute to purchase a vessel which has now been converted for use in ocean research;
- funding for the installation of water jet technology which now provides access to some of the best technology available;
- $500,000 for construction at the Foxtrap training facility which commenced in September; and
- $300,000 funding for a new apprenticeship initiative, which provides apprenticeship placements at Memorial University (an additional $300,000 was allocated to the Department of Transportation and Works).

Teacher Allocation Model Review
Declining enrolment and a population shift from rural to urban areas necessitated a review of how the province allocates teachers throughout the education system. Government realized that the current teacher allocation model was no longer meeting the educational needs of students throughout the province, and a commission was established to review the model.

The review considered such aspects as class size, health and physical education initiatives, fine arts programming, improvements in career/guidance counseling, increasing the high school graduation rate and providing appropriate programming options for all students, in both rural and urban areas of the province and in both large and small schools. The findings and recommendations of the commission will be released in fiscal year 2007-08 and will require further analysis by the department.

Improved Learning Opportunities for Aboriginal Students

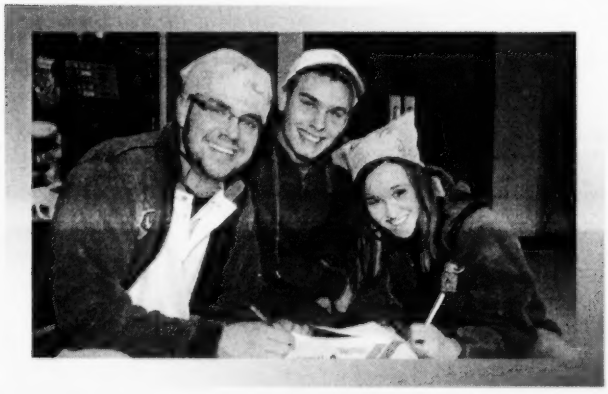
A culturally relevant curriculum guide and supplemental material for primary social studies was developed and introduced in fall 2006. The resource is available in both English and Innu-aimun and was introduced in the two Innu schools in Labrador.

This has all been completed by the Innu for the Innu in collaboration with the Labrador School District and the Department of Education.

In 2006-07, 12 professional development sessions, involving 25 Innu and non-Innu were held for Innu social studies. In addition, social studies teachers have received professional development in Aboriginal aspects of the curriculum.

Skills Task Force
The Skills Task Force is an indicator under both High Quality Education System and High Quality Apprenticeship System. Its progress will be reported in the latter section.

Increased Learning Opportunities for Public Post-Secondary Students
By encouraging increased cooperation between all aspects of the province's educational system, learning opportunities for public post-secondary students have improved. A review of the governance structure of Sir Wilfred Grenfell College was commissioned and the report has been submitted to government. The priorities of College of the North Atlantic have been aligned with the province's social and economic agenda, which now links the college's geographical resources and infrastructure to the province's socio-economic initiatives. The college articulated these in its 2006-08 strategic plan.



The registrars of Memorial University and College of the North Atlantic met to discuss the improved transfer of student data from one institution to another, and also to the Department of Education, and Memorial University committed to writing a proposal to explore the integration of the three systems of Memorial University, College of the North Atlantic and the Department of Education. It is anticipated that work will commence once other priority information technology projects are completed.

Increased Accountability
The operations and programs of the educational system throughout Newfoundland and Labrador must be open and transparent to the people of the province. In order to ensure increased accountability to the public, each public post-secondary institution must demonstrate greater connectedness with each other. This was achieved by establishing legislative mechanisms to allow for joint appointments to Memorial University's Board

of Regents and College of the North Atlantic's Board of Governors. This was part of the bill that introduced the *Council on Higher Education Act*, which was proclaimed on January 26, 2007. In order to increase open and transparent operations to the public, outcomes-based contracts will be prepared and considered by the newly reconfigured Council on Higher Education at its inaugural meeting in 2007-08.

Strategic Plan Objective for 2007-08

The objective for year two, the final year, of the current strategic plan and indicators that will guide the work of the department are listed below.

By March 31, 2008, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.

Measures: Resources, support and cooperation are increased

Indicators:
RESOURCES
K-12

- Improved the use of teacher time through analysis of the proposed process for managing ISSP/Pathways model
- Improved opportunities for students to live healthy through continued implementation of the Healthy Schools Healthy Living initiative
- Increased access to school facilities for community groups to facilitate sports, recreation and other community activities
- Improved and more relevant student learning through:
    - continued development of the K-12 technology plan
    - implementation of year three of Cultural Connections (the fine arts and culture strategy)
    - continued development of enhanced health and physical education curricula
    - continued development of a new Newfoundland and Labrador social studies course
    - purchased Microsoft licences for use in schools
    - funded school district IT support specialists
- Continued improvement of the retention of students to graduation; improved opportunities for students relating to and reflecting labour market demand; and, improved prospects for successful participation in the labour market with an emphasis on participation

by female students, through implementation of year two of the *Futures in Skilled Trades and Technology* program pilot
- Improved opportunities for student learning by allocating 137 teachers, which would have been removed from the system under the current teacher allocation model, to reduce class size, with a maximum of 25 students per class in K-3
- Improved opportunities for student learning in growth areas of the province by providing 13 additional teaching units
- Improved student performance in mathematics through the *Excellence in Mathematics* initiative, which also provides 25 itinerant teaching units
- Improved opportunities for student learning in the intermediate grades through a review of intermediate programming
- Improved student programming through improved assessment services to identify students with special needs

Public Post-Secondary
- Assessed financial supports to post-secondary students to ensure affordable and equitable access to post-secondary education
- Increased learning opportunities for MUN students by supporting the advancement of programs, such as those through a School of Ocean Technology
- Improved access to educational programming using distance delivery
- Increased high quality and innovation research at institutions, including centres of excellence, with mechanisms added to ensure research quality
- Increased number of skilled trades seats at College of the North Atlantic
- Increased program offerings in high labour market demand areas such as safety and emergency training
- Expanded national and international student and institution marketing initiatives
- Focused attention on the skilled trades and technology to ensure adequate capacity to meet the demands of the labour market
- Ensured consistency in the delivery and quality of apprenticeship and technology to ensure appropriate curriculum and transferability to other jurisdictions
- Increased capacity for College of the North Atlantic in programs such as Early Childhood Education
- Increased support for veterinary students through the Atlantic Veterinary College
- Improved learning through the development of a strategic adult literacy plan

Provincial Information and Library Resources Board
- Increased library programming through:
    - Facility upgrades
    - Pre-school library program

- Trustee training

SUPPORT

- Improved learning opportunities for students through analysis of the reviewed teacher allocation model which will help ensure teachers are allocated to meet the needs of the K-12 system in light of current provincial demographics
- Continued to improve learning opportunities for Aboriginal students:
  - Developed culturally relevant curriculum
  - Provided professional development for teachers
  - Provided additional Aboriginal initiatives, such as: enhanced guidance services; student interchange programs; training institutes; skilled trades programs; cultural sensitivity training for teachers; and after-school programs
- Improved responsiveness of skills programming through implementation of the recommendations of the Skills Task Force

COOPERATION

- Increased learning opportunities for public post-secondary students:
  - Improved the transfer of student data from one institution to another, and to the Department of Education
- Increased accountability to the public:
  - Finalized three year outcomes-based contracts with Memorial University and College of the North Atlantic

High Quality Apprenticeship System

There is increasing demand for skilled trades workers in Newfoundland and Labrador. The second issue in the 2006-08 strategic plan focuses on investment in select priority areas to improve apprenticeship curriculum and opportunities for students. The Department of Education has implemented a number of new programs and initiatives designed to increase interest in the skilled trades, specifically aimed at promoting female participation in skilled trades professions. By increasing the number of skilled trades professionals, the needs of the changing skilled trades industry can be met, and more people throughout Newfoundland and Labrador will become productive and contributing members of society.

Goal

By March 31, 2008, students will have increased access to apprenticeship curriculum and opportunities.

Measure: Access to apprenticeship curriculum and opportunities
Indicators: Improved apprenticeship curriculum
Increased employment opportunities for apprentices

Strategic Plan Objective for 2006-07

By March 31, 2007, the Department of Education will have invested in select priority areas to improve apprenticeship curriculum and opportunities for students.

Measure: Improved access to apprenticeship curriculum and opportunities.

The following details the department's successful achievement of each of the indicators as presented in the strategic plan.

Increased Employment Opportunities for Apprentices
The Department of Education spent the past year working with the federal government, business and industry to identify the best strategies for increasing apprentices' employment opportunities.

- A newly-created wage subsidy program for apprentices, funded through the Labour Market Development Agreement, is being promoted to employers. Information on this program has also been added to the department's website.

- The department negotiated $1.5 million in federal funding which is being used to increase apprenticeship training at College of the North Atlantic. The college has established eight new programs with 120 seats available.

- An investment of $300,000 has been budgeted each to Memorial University and the Department of Transportation and Works for the hiring of apprentices.

- Female apprentices have also benefited from government's investments, with the hiring of a female industrial training officer. A contract for $200,000 has been signed with the International Brotherhood of Electrical Workers to increase the

number of female apprentices in electrical trades. The *Future in Skilled Trades and Technology* program is also a means for female high school students to become exposed to skilled trades programs before pursuing post-secondary education.

- The Province of Alberta recently provided 325 scholarships across Canada to commemorate its centennial. As part of this package, Newfoundland and Labrador received 25 scholarships valued at $2005 each. These scholarships were applied directly to skilled trades programming, with 66 per cent provided to females enrolling in trades courses.

- College of the North Atlantic also implemented a Career Explorations for Women program in January. This eight-week program, offered various times throughout the year, assists women to develop the skills they need to make a career choice that best reflects their skills and interests as they relate to both traditional and nontraditional careers. Participants learn how to identify their skills, research work trends and develop a career path.

- College of the North Atlantic's capacity for skilled trades programming has increased by more than 65 per cent over the past year, from 939 seats to 1566 seats in 2006-07. In addition to increased programming at College of the North Atlantic, private training institutions across the province continue to increase their capacity in skilled trades training. This provides increased learning opportunities to students in an effort to address labour gaps in the skilled trades within the province.

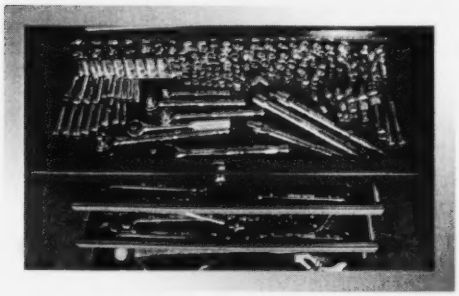
Improved Apprenticeship Policies

This past January, changes to the provincial apprenticeship registration system vastly improved the ability of apprentices to secure journeyperson certification. Under the new system, apprentices will receive credit for on-the-job training time they log in Alberta. Both Newfoundland and Labrador and Alberta have agreed to recognize apprentices registered in either province. With these changes in place, apprentices who remain permanent residents of Newfoundland and Labrador are eligible for all the benefits of the apprenticeship system, including access to federal funding under the Labour Market Development Agreement to cover educational costs. The changes to the apprenticeship registration system were approved by the Newfoundland and Labrador Provincial Apprenticeship and Certification Board. The board met on March 26 and 27, 2007 and recommended greater flexibility in the policy related to apprentices working with

journeypersons. Once approved, an employer will be able to employ a journeyperson, an apprentice and an additional apprentice who is in their final year.

Skills Task Force
Government established the Skills Task Force in March, 2006, in light of changing demands, needs and opportunities within the skilled labour market of this province. The Skills Task Force members were chosen to represent different interest groups and geographical regions. In addition to the research and other support supplied by the Department of Education, the Skills Task Force engaged in an extensive consultation process, which included meetings with key industry sector organizations and a series of regional forums in communities throughout the province.

The Skills Task Force was mandated to advise government with respect to future provincial skills requirements, particularly those associated with large-scale development projects, to identify skills gaps and their impact in attracting large projects, and to assess our ability to respond to these needs. The Skills Task Force was asked to identify and develop strategies to ensure an appropriate and responsive training, education and support system to meet demands, and to ensure that our graduates are prepared to participate fully in emerging opportunities. A report was compiled from the findings of the public consultations, and has been forwarded to government for consideration.



Updated Apprenticeship Curriculum
The curricula for various programs were updated and implemented this past September. Updated programs of study include:

- metal fabrication;
- steamfitting/pipefitting;
- welding;
- refrigeration and air conditioning machines; and,
- plumbing.

An update was anticipated for the powerline technician program as well. However, this was not possible due to a change in the federal government's National Occupation Classification.

Strategic Plan Objective for 2007-08
The objective for year two, the final year, of the current strategic plan and indicators that will guide the work of the department are listed below.

By March 31, 2008, the Department of Education will have invested in additional select

priority areas to improve apprenticeship curriculum and opportunities for students.

Measures: Improved access to apprenticeship curriculum and opportunities
Indicators:

- Improved responsiveness of skills programming through implementation of the Skills Task Force action plan. This plan includes improving capacity for skilled trades programming, ensuring incentives for students and employers to support their participation in the programming, promotion of skilled trades and technology programming, and ensuring high quality programs that achieve national recognition. An industry coordinating committee will be convened, and will identify the specific skill needs of industry and coordinate responses to meet them, particularly with respect to large-scale development projects. The committee will also hold annual planning forums to identify and plan for industry training needs
- Increased apprenticeship opportunities for CNA students
    - enhanced apprenticeship training
    - accreditation initiative
- Improved opportunities for apprentices through the introduction of national apprenticeship standards
- Improved opportunities for apprentices through the introduction and promotion of a National Apprenticeship Participation Program for under represented groups
- Increased the hiring of apprentices by government departments, agencies and boards
- Improved prospects for power engineering students through a curriculum review, examination standards, eligibility standards and the provision of student supports
- Improved private training through a review of programs
- Reviewed fees being charges in apprenticeship programs

Safe Educational System

The Department of Education will ensure that students throughout the province are learning in safe, caring and appropriate environments. The third issue set out in the 2006-08 strategic plan is to provide students with safer school buildings, school environments, school buses and public post-secondary institutions. To achieve this, the department has invested in select priority projects that have improved the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions.

Goal

By March 31, 2008, students will have safer school buildings, school environments, school buses and public post-secondary institutions.

Measure: Safe school buildings, school environments, school buses and institutions

Indicators: Improved buildings in K-12 and public post-secondary
Improved school bus safety
Improved anti-bullying programming

Strategic Plan Objective for 2006-07

By March 31, 2007, the Department of Education will have invested in select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.

Measure: Improved school buildings, school environments, school buses and public post-secondary institutional safety

The following details the department's successful achievement of each of the indicators as presented in the strategic plan.

K-12

School Construction

There were a number of new school construction, extension and redevelopment projects underway during 2006-07. The major projects included:

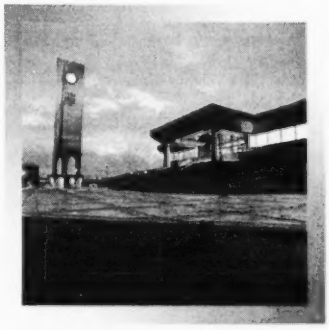
- *Leary's Brook Junior High School, St. John's* -
  An extension to the facility was substantially completed at a cost of $1.4 million;
- *Mobile Central High, Mobile* -
  $1.9 million was spent on the initial phases of a new facility to replace the current Mobile Central High School. The tender for the construction was awarded with an anticipated completion of 2008. The total project budget is $9.3 million;
- *Herdman Collegiate, Corner Brook* -
  $1.4 million was spent on the building envelope for the gym and fitness centre, partial demolition and asbestos removal. The department completed the planning and tender preparation for the redevelopment of Herdman to accommodate all students in the Corner Brook area in a new state-of-the-art facility. It is anticipated that the project will be completed in late 2008 or early 2009; and,
- In fiscal year 2006-07, over 260 projects were initiated from windows to roofs and extensions. The department spent $13.5 million compared to $12.1 million in 2005-06 for over 170 projects.

Long-Term Facilities Plan
The department worked with school districts throughout the province to assess long term facility plans of the boards and to begin the planning for required construction projects. School boards held public consultations when deemed necessary. Twenty-two projects received funding this year for planning and/or construction at a cost of $4.4 million.

PUBLIC POST-SECONDARY

Deferred Maintenance Projects
Funding was maintained for deferred maintenance in the public post-secondary educational system. Memorial University received $4 million and commenced renovations. The deferred maintenance at College of the North Atlantic is being addressed by the Department of Transportation and Works.

Funding for New Construction/Planning
Substantial funds were allocated in Budget 2006 for infrastructure:

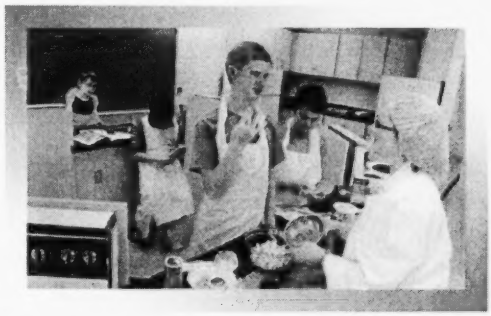


- Memorial University submitted its plan in 2006-07 which the department analyzed. Projects should commence in 2007-08;
- Funding was allocated for renovations and upgrades to the Prince Phillip Drive campus of College of the North Atlantic to transform the campus into an accessible, energy efficient building;
- Planning began for the replacement of the Labrador West campus of College of the North Atlantic; and,
- In fiscal year 2006-07, government committed $5.5 million for the full cost of renovating College of the North Atlantic's Happy Valley-Goose Bay campus. At fiscal year end, the 1,800 square-metre, two-story extension was approximately 70 per cent complete.

School Bus Safety
The safety of the school bus fleet throughout the province has been increased with the addition of 67 new buses at a cost of $5.3 million. These new buses have helped decrease the overall age of the fleet in accordance with government's promise to reduce the number of buses over 10 years old. Bus drivers also received increased training this past year. Approximately 300 drivers received first-aid, EpiPen, defensive driving, pre-trip inspection and emergency evacuation training. Other training that was offered included air brake, behaviour management, occupational health and safety, and crisis intervention.

Infrastructure Fund-Raising Campaign
Government provided $3 million funding in 2006-07 to match, dollar-for-dollar, private sector contributions made to Memorial University and College of the North Atlantic to support various infrastructure projects. In order to receive the funding, both institutions had to submit all eligible receipts to the Department of Education. This was year two of a three-year, $9 million initiative contained in the White Paper.

Safe and Caring Schools Policy
The *Safe and Caring Schools Policy* was launched in September, 2006. The purpose of the policy is to guide school communities in their efforts to ensure safe, respectful learning communities. It provides the framework for district and school level policies to establish and enhance peaceful schools.



The policy guides schools in the creation of safe school teams, and clearly defines the roles of school districts, school communities, teachers and administrators. One important aspect of this policy is the code of conduct, which applies to all members of the school community and clearly outlines the Department of Education's expectations. Examples include learning environments free from aggression, activities that promote health and well-being, and respect for the diversity of all people. The *Safe and Caring Schools Policy* document was sent to every school in the province. Since this policy was implemented, awareness has been raised as to the serious effects of bullying and harassment.

Strategic Plan Objective for 2007-08
The objective for year two, the final year, of the current strategic plan, and indicators that will guide the work of the department are listed below.

By March 31, 2008, the Department of Education will have invested in additional select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.

Measures: Improved school building, school environment, school bus and public post-secondary institutional safety

Indicators:
Improved the suitability of educational facilities in K-12 and public post-secondary:

K-12

- Continued to fund specific construction projects, such as:
  - Mobile
  - Herdman

- Paradise
- Placentia
- Port Saunders
- L'anse au Loop
- Baie Verte
- Torbay
- Exploits Valley Intermediate
- MSB Regional Academy
- Port Hope Simpson
- St. Anthony
- Francophone School in Happy Valley-Goose Bay
- Beachy Cove Elementary
- Sheshatshiu; and
- Other select projects

- Continued to fund school board long-term facilities plans
- Increased funding to school boards for repairs and maintenance
- Continued to fund the remaining equipment and infrastructure needs under the laboratory safety initiatives

Public Post-Secondary

- Maintained funding for deferred maintenance
- Continued to fund new construction/ commence planning:
  - Select infrastructure projects (MUN)
  - Labrador West replacement (CNA)
  - Prince Phillip Drive renovations and upgrades (CNA)
  - Redevelopment for disabled access (CNA) Burin campus
- Continued efforts to work with MUN on reducing emissions
- Increased attention to the maintenance needs at CNA campuses

Affordable Education System

The Department of Education recognizes affordability as a key component of individual access to education. In this regard, the department has invested in priority areas in the K-12 and public post-secondary education systems.

Goal

By March 31, 2008, the Department of Education will have improved the affordability of education in this province.

Measure: Affordable education
Indicators: Increased government investment
Maintained cost to students

Strategic Plan Objective for 2006-07

By March 31, 2007, the Department of Education will have invested in priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.

Measure: Affordability of education

The following details the department's successful achievement of each of the indicators as presented in the strategic plan.

K-12

Elimination of Common School Fees

The Department of Education achieved a milestone this past year in the province's K-12 education system. When students throughout the province returned to school in September, 2006, the cost to parents was lower than in previous years. The department increased instructional grants to the province's five school districts by $5.3 million. This effectively doubled the per pupil grant and eliminated the need for school boards to charge common school fees at the beginning of each school year. Items covered include:

- School materials, such as student agendas, locks (including locker rental), school calendars, photocopying, handbooks, accident insurance, student IDs, administrative/library software, and Internet/e-mail access.

In addition to the elimination of common school fees, the department invested a further $1 million to provide consumable materials required by the prescribed curriculum. Items include:

- Workbooks, photocopied resources, exam stationery, computer paper, CDs, disks, magazine/newspaper subscriptions, scrapbooks, supplies associated with classroom-based work in art, technology, language arts, science, home economics, and industrial arts; and,
- Specific items required by all students to participate fully in classroom instruction, such as recorders required for elementary music curriculum, and "preferred" resources chosen by individual teachers to deliver the prescribed curriculum.

PUBLIC POST-SECONDARY

Increased Operating Grants
As per the *White Paper on Public Post-Secondary Education*, government provided funding of $8.9 million to Memorial University and College of the North Atlantic to maintain the tuition freeze in 2006-07. Public post-secondary tuition fees in this province are less than half the national average which ensures that students have access to high quality programming at an affordable cost.

Operating grants for Memorial University and College of the North Atlantic have also been increased by $9.3 million as per year two White Paper directives.

Reduced Student Debt of Single Parents
This past year, government eliminated the claw-back of the Student Loan Shelter Allowance for students with dependent children receiving income support. Regulations under the *Income and Employment Support Act* and *Student Financial Assistance Act* have been amended and single parents are no longer required to borrow funds for shelter under the student loan program and repay them to the Department of Human Resources, Labour and Employment to maintain eligibility for income support. This amendment supports government's *White Paper on Public Post-Secondary Education* which aims to make post-secondary education more affordable and accessible. It also affirms government's commitment to move forward with its Poverty Reduction Strategy.

Career Awards Program
The Career Awards Program exists to encourage offshore oil and gas companies to hire engineering students for work-term placements. In 2006-07, $226,000 was allocated to support students of Memorial University, Marine Institute, and College of the North Atlantic for this program.

Strategic Plan Objective for 2007-08

The objective for year two, the final year, of the current strategic plan, and indicators that will guide the work of the department are listed below.

By March 31, 2008, the Department of Education will have invested in additional priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.

Measures: Affordability of education
Indicators:
Improved affordability of education
K-12

- Provided free textbooks to all K-12 students (extended to Grades 9-12)

Public Post-Secondary

- Provided funding to maintain current tuition levels at MUN and CNA
- Increased operating grants to MUN and CNA
- Implemented student debt reduction initiatives:
    - Interest rate reduction
    - Up-front, needs-based grants
    - Parental contribution reduction; and
    - Student aid policy review
- Enhanced offerings of programs available by distance delivery
- Funded apprenticeship scholarships
- Funded Adult Basic Education scholarships

Highlights and Accomplishments

Apprenticeship: Building On Our Foundations Conference

A one day conference was held on December 7, 2006, for journeypersons, industry workers, post-secondary institutions and government representatives. This was the first conference held in over a decade on apprenticeship in Newfoundland and Labrador. The issues discussed related to program delivery, the promotion of apprentices, streamlining apprenticeship programs, and strengthening mentorship opportunities. Participant evaluations indicated strong satisfaction with respect to the value of the conference in enhancing the importance of the apprenticeship program for all partners. Funding for the conference was provided through the federal/provincial Labour Market Development Agreement.

Debt Reduction Grants

Students in co-operative programs are now entitled to debt reduction grants for work terms. In August 2002, changes were made to the student loan program, including the implementation of the debt reduction grant program. However, this program failed to provide debt relief for student borrowers in cooperative programs during their paid work terms, in particular engineering students. Amendments have now been introduced, and students who borrow the maximum student loan each semester and complete a full course load or complete a paid work term, can have their provincial student debt eliminated. Approximately 200 students have benefited from this initiative at a cost of $1 million, and annually about 50 students will be eligible at a cost of $250,000.

Healthy Students Healthy Schools Initiative

Throughout 2006-07, the department continued to provide new physical education equipment in schools. The department also undertook consultations with food services experts to plan kitchen facilities capable of providing healthy meals in school cafeterias. Investments in these areas encourage young people to make healthy choices and enjoy long-term, active lifestyles.

Integrated Student Loan Collection Process

Student borrowers having difficulty repaying student loans now benefit from a streamlined process which has been implemented to assist them with their payments. The Government of Newfoundland and Labrador entered into an agreement with the federal government and established an integrated collections process. The new collections process does not apply to students in school, in repayment, or those who defaulted prior to February 1, 2007. The federal government is assuming responsibility for collections, while the Department of Education will ensure that appropriate collection policies and procedures are followed, resulting in better service for student borrowers and further advancing the 'one student, one loan' approach.

Literacy Initiatives

Public libraries throughout the province received $250,000 in additional funding this year in recognition of the vital services they provide to the people of Newfoundland and Labrador. The funding was used to increase the hours of operation in 47 libraries throughout the province. This will provide better service to the children, students, parents, adults, seniors and many other groups who access the vast resources that are held in the system. A new library management system was also implemented for the Public Information and Library Resources Board, which now enables people to search more effectively for books, while using their e-mail and the Internet to access library resources.

The Council of the Federation Literacy (COF) Award was created in 2004 in recognition of the importance of literacy as an essential building-block to a vibrant society and economy. The award recognizes the valuable contributions made by Canadians in the field of literacy and is presented annually in each province and territory. In 2006, this award was presented to Ms. Evelyn Keener. Recipients of the COF award are chosen provincially by representatives of the Literacy Foundation, following a call for nominations. Winners receive a certificate, signed by the premier of their province or territory, as well as a Council of the Federation Literacy Award medallion.

School Laboratory Safety

Government announced in January that $2.2 million was being invested to improve laboratory safety standards in intermediate and high schools throughout the province. The funding was used to provide professional disposal of outdated or unnecessary chemicals, and to bring uniformity to laboratory safety resources and equipment. In addition to the physical modifications, two days of professional development were provided to at least one science teacher in each school offering Grades 7-12 to update their knowledge and abilities ensuring safe operation of school laboratories. A school safety science manual is also under development which outlines proper procedures in the use, storage and disposal of chemicals.

During the spring and fall of 2006, schools were requested to identify chemicals in their science laboratories which needed to be removed and disposed. Based on this information, a tender was awarded in January 2007 to complete the removal before March 31, 2007, from an identified 135 schools throughout the province. This important element of the safe science initiative resulted in the removal of more than 10,000 litres of outdated, unknown or unsafe chemicals from our schools without incident and within budget.

Roundtable Discussion on Student Debt

Because government recognized that the debt reduction initiatives which were available were not sufficient to address student debt, Minister Burke met on March 7, 2007 in Corner Brook with those most concerned by these issues – the students and graduates themselves. The intention of this meeting was to investigate creative options to reduce student debt. Participants included representatives from the Canadian Federation of Students, student unions from all public post-secondary institutions and the private colleges, the provincial government's Youth Advisory Committee and some individual graduates.

Opportunities and Challenges Ahead

Teacher Allocation Model Review
The report of the Teacher Allocation Commission will be released in 2007-08. The department will undertake an analysis of its findings and recommendations in order to develop an action plan for implementing the new teacher allocation model.

Review of the ISSP/Pathways Model
A report detailing the findings and recommendations from the review will be released in 2007-08. The report will require a full analysis and then an action plan for implementing the recommendations will need to be developed. This will ensure efficient delivery of special education throughout the province.

Futures in Skilled Trades and Technology Program
The *Futures in Skilled Trades and Technology* program will enter the second year of a three-year pilot in fiscal 2007-08. Two courses were piloted in 30 schools, with an anticipated expansion to additional seven schools in 2007-08. There is also a goal of implementing eight new courses by 2010. As part of this investment, government has also spent $100,000 for professional development. Ten days of training have been made available to ensure technology teachers are fully knowledgeable of the equipment and well-versed in safety standards.

Adult Basic Education (ABE) Enhancements
Work will continue to complete ABE Level III revisions. Work will also begin on updating the ABE Level II program to ensure a smooth transition between Level I and the newly revised Level III. Those who improve their literacy levels have a better opportunity to contribute to their communities, and the department will continue to support these initiatives.

Skills Task Force
Employers across many industries, including those in traditional resource-based industries, are facing increasing demands for skilled workers to keep pace with new technologies and to remain competitive. The report of the Skills Task Force provides an action plan to address gaps in the skilled trades labour force and to meet the needs of current and future large-scale development projects.

Strategic Adult Literacy Plan
In 2006, the results of an International Adult Literacy and Life Skills Survey (IALSS) identified this province as having one of Canada's lowest literacy rates amongst our adult population. In response, government aims to develop a new five-year plan intended to increase the percentage of adults enrolled in adult upgrading programs including Adult Basic Education (ABE), General Educational Development (GED), and community-based literacy development initiatives. To ensure that this issue is addressed strategically and efficiently, in 2007-08 government will invest $140,000 into the development of a strategic adult literacy plan which will be the framework for future literacy programming.

THE POWER ENGINEERING EXAMINATION COMMITTEE

A provincial power engineering examination committee has been established by the department. This committee structure was reviewed and reorganized in the spring of 2006. The committee consists of three members who are first class power engineers with backgrounds in the various industries located throughout Newfoundland and Labrador. This committee provides examination review and marking services to the department as required. In addition, they provide advice regarding applicants' eligibility for examination. Each classification of power engineering requires each candidate to write and pass a series of examinations before being issued a certificate.

In fiscal year 2006-07, the committee members held four marking sessions to score examinations. A total of 293 power engineering examination papers were written by 192 candidates. The total number of examinations passed was 135 and 54 new power engineering certificates were issued.

TEACHER CERTIFICATION BOARD OF APPEALS

In accordance with section 14(1) of *The Teacher Training Act,* the Minister of Education may convene a board of appeals to hear two types of appeals where a teacher remains aggrieved by the decision of the registrar of teacher certification and records following a re-examination of an application; and where a teacher or the teacher certification committee remains aggrieved by a decision of the teachers' review panel. The board of appeals appointed by the Minister of Education consists of: one member nominated by the Newfoundland and Labrador Teachers' Association; two members nominated by the teacher certification committee; one member who is an employee of the Department of Education; and one member nominated by the above four members to be chairperson of the board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The finding or decision of the board is final and binding on the parties to an appeal. The minister was not requested to convene a board of appeals during fiscal year 2006-07.

COUNCIL ON HIGHER EDUCATION

In accordance with *Foundations for Success: White Paper on Public Post-Secondary Education*, a reconfigured Council on Higher Education was established in legislation when the *Council on Higher Education Act* received royal assent on May 26, 2006. The council follows the academic year from September 1, 2006 to August 31, 2007, and was inactive during this period. The council will hold its inaugural meeting in 2007-08.

Financial Statements

Expenditure and revenue figures included in this document are based on public information provided in the Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for Fiscal Year Ended 31 March 2007.

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED MARCH 31, 2007

		Estimates	
	Actual($)	Amended($)	Original ($)
Executive Services(13.1.1.01 & 13.1.2.01)			
Total	**1,136,564**	**1,151,200**	**1,240,200**
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01 - 13.2.1.03)	6,154,239	6,556,700	6,142,700
Community Access Program (13.2.2.01)	572,630	650,000	650,000
Total	**6,726,869**	**7,206,700**	**6,792,700**
Primary, Elementary and Secondary Education (13.3.1.01 - 13.3.5.01)			
Financial Assistance (13.3.1.01 - 13.3.1.08)	559,776,232	594,826,000	596,634,000
Program Development (13.3.2.01 - 13.3.2.02)	57,361	1,711,900	2,036,900
Student Support Services (13.3.3.01 - 13.3.3.03)	2,972,915	3,052,000	3,133,600
Educational Programs (13.3.4.01 - 13.3.4.06)	15,136,915	15,752,700	15,733,200
Public Libraries & Information Services (13.3.5.01)	8,749,100	8,749,100	8,749,100
Total	**586,692,523**	**624,091,700**	**626,286,800**
Advanced Studies (13.4.1.01 - 13.4.5.02)			
Post-Secondary Education (13.4.1.01- 13.4.1.04)	2,716,856	3,254,300	3,277,000
Memorial University of Newfoundland (13.4.2.01 - 13.4.2.02)	202,892,425	217,780,700	217,804,500
College of the North Atlantic (13.4.3.01 - 13.4.3.02)	61,982,095	72,499,300	69,341,800
Student Financial Services(13.4.4.01 - 13.4.4.04)	27,193,911	32,271,300	32,316,400
Industrial Training (13.4.5.01 – 13.4.5.02)	-689,801	-140,800	904,900
Total	**294,095,486**	**325,664,800**	**323,644,600**
Total Department	**888,651,442**	**958,114,400**	**957,964,300**